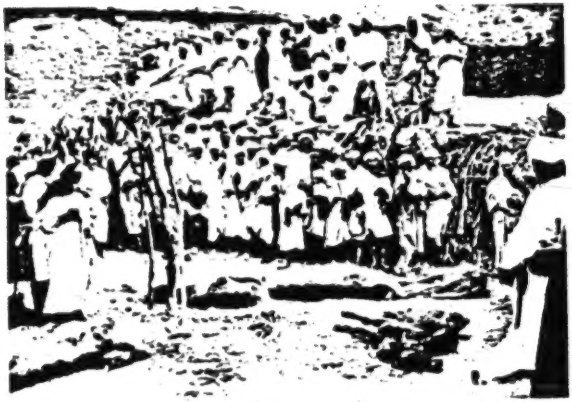
Pl. X

201
634
619
782
796



Hecatomb to Lalla Aziza (J. L. Berque)

It is the day of the sacrifice of July, tighersiwin yulyuz. Each victim is offered by a taqbilt. The amghar is the sacrificer. The gesture of the hands of those present is that of invocation.

142
201
291
302
782
794

(J. L. Berque)

Invocation to Lalla Aziza

The foqra, after the sacrifice of the victims, make a ddu^{c}a. In chorus they repeat the invocations of the moqaddem, which call for baraka for the partipants.

guilty parties there is slightly more emphasis in the censure of the female child, whether she is really more responsible for the disturbance or not. There is a tone in her voice which implies that "females do not fight; boys, well, boys can't be helped." The children are quick to sense this, particularly the guilty boys, who strut about brashly when the teacher turns her back to start serving the milk. 872 876 858

When all the milk has been served and drunk, the teacher starts the farewell song for the day. Again the song is fairly shouted out, but for a brief moment serenity reigns when the teacher bows her head slightly to say, "Students, good-bye, until tomorrow," to which the students respond, "Teacher, good-bye until tomorrow." 872 533

In spite of the competitive content of the games and lessons which the teacher presents to the kindergarten, the observer finds few expressions of achievement motivation and competitive spirit. There is little to indicate that children at this age are interested in winning or excelling. Perhaps the remarks of a 4-year-old boy who reported to his mother on the activities of kindergarten are adequate to summarize the attitude of most kindergarten children. "Mother," he said, "Saburo is first in the races, Tetsuo is second and I am third, always third." To which the mother replied, "If you would try a little harder tomorrow, you may be first." The child looked at the mother questioningly, and the next day he reported that while he thought he tried harder he was again third. The mother again encouraged him, but with a broad smile the child said, "But mother (and the mother explains the expression on the child's face as one of 'You don't understand') I am third! Saburo is first, Tetsuo is second . . . and I am third!" The mother went on to explain to the fieldworker that the whole idea was hilariously funny to the child and the fact that the mother would take the subject so seriously was even funnier. 866 872 876

Furthermore, once the winners are determined, the game is concluded *in toto* as far as the teacher and the children are concerned. There are no congratulatory remarks beyond the clapping of the appreciative audience. No references are made to yesterday's winners or today's possible winners. During performances the teacher may encourage a child here with a positive comment, censure an unruly child there with the stick, but the whole atmosphere of child-teacher interactions is affectionate, indulgent, and relaxed. When a child is being reprimanded, the teacher takes no great pains to conceal her appreciation of the humor involved in the situation, and her affection for the "senselessness" of children at this age is expressed while she is making a token effort. [201] [858]

There are no toys to play with in kindergarten, no way in which to [i.e. the Kindergarten teacher- ANALYST] 872 876